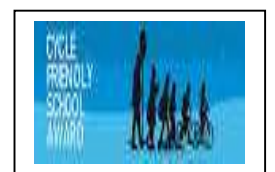
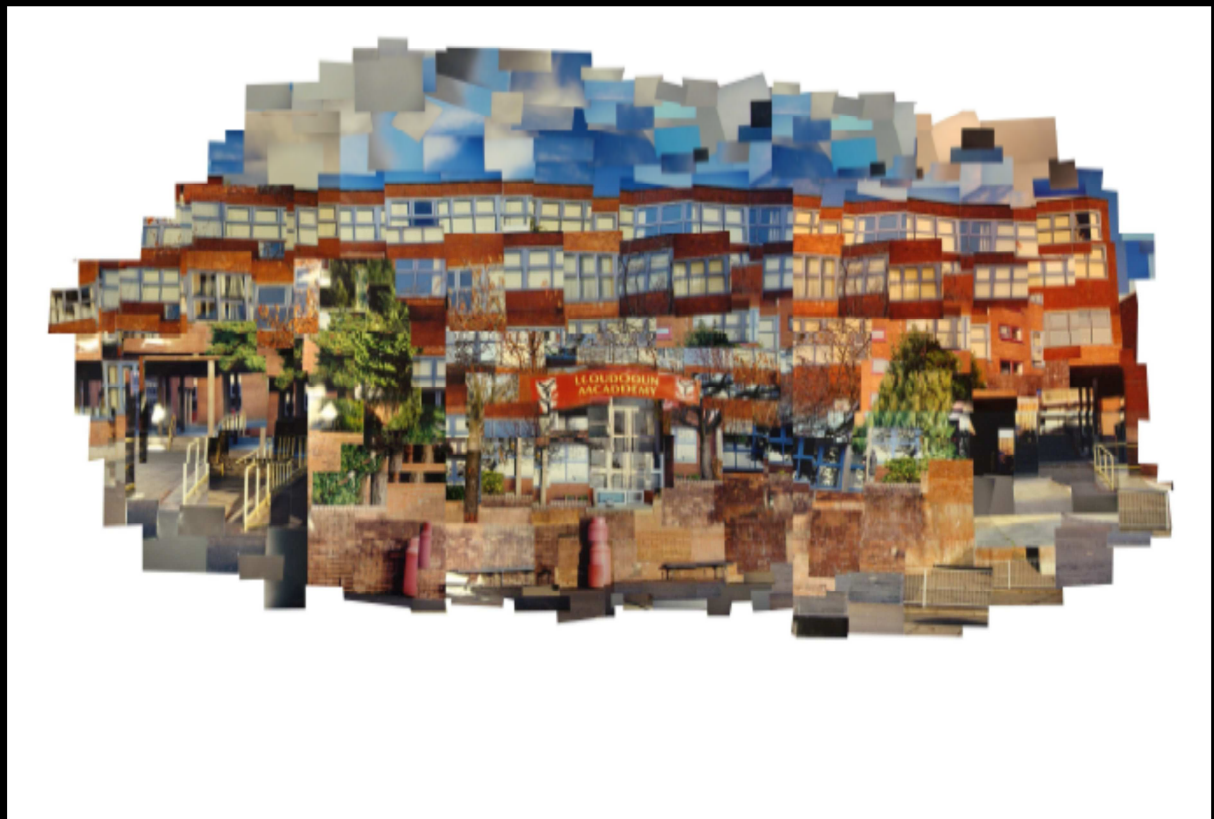


Standards and Qualities Report

Loudoun Academy

2013-14



The Self Evaluation Process

The school has excellent Self Evaluation procedures. The procedures are extremely wide ranging and are based on the revised edition of How Good is our School ? This document provides a set of quality indicators for Self Evaluation and it is complemented by materials in the Journey to Excellence series. The indicators focus specifically on the impact of the school in improving the educational experience and lives of Scottish pupils through learning and their successes and achievements, particularly the broad outcomes for learners within our Curriculum for Excellence and the vision statement for Scotland's children. At the heart of our Self Evaluation are three questions.

1. How are we doing?
2. How do we know?
3. What are we going to do now?

The processes in the school ensure that we take a very comprehensive look at self evaluation and we ensure that we draw upon all three aspects of the diagram below.



This Standards and Qualities report is the product of processes which build a culture of quality into the day to day work of Loudoun Academy.

The processes of Self Evaluating, Auditing, Planning for Improvement and Target Setting are an integral part of our school Improvement Planning.

The Structure Of This Report

The report centres on nine key areas for school focus alongside current and future areas for development set out by East Ayrshire Council. The nine key areas addressed in the report are:-

- Key Performance Outcomes
- Impact on learners, parents, carers and families
- Impact on staff
- Impact on the community
- Delivery of Education
- Policy Development and Planning
- Management and support of staff
- Relationships and resources
- Leadership

Evidence for the report is based on a wide range of formal and informal feedback or observation through our quality assurance procedures. Examples of such evidence are detailed as: -

Formal Reports

- SQA examination results
- Achievement in non- SQA certified courses
- Attendance data
- Monitoring and tracking data
- Exclusion data
- School leaver's destination report provided by SDS (Skills Development Scotland)
- School and departmental improvement plans

Meetings

- Staff / SMT / Departmental/ Guidance/ Pupil Council/ Parent Council/ Pupil Teaching and Learning Group/ School Working Groups/ Monthly departmental quality assurance meetings/ Departmental SQA reviews (twice yearly)/ Community and partnership meetings/ Meetings with clerical and janitorial staff

Quality Assurance procedures

- Pupil experience discussions/ trawls and visits
- Questionnaires to pupils and parents
- Monthly improvement plan progress checks
- Mentoring and target setting discussions

I hope that you will find this report highly informative and we welcome any form of parental or pupil response to this report. Please do not hesitate to contact us if you require any further information.

OUR VALUES

Our school motto '**spe et fiducia**' translates as '**through hope and faith in the future**' and is central to the values held by the school Community. At Loudoun Academy we hold values which are crucial to our relationships and activities, and, in partnership with pupils, parents and the wider Community, we promote the development of these values in our school.



Through these values we aim to have a school in which:

- all pupils are safe, happy and achieving to their potential
- the curriculum is flexible and allows all pupils to grow in confidence and achieve success
- effective learning and teaching are supported through appropriate resources
- pupils become effective contributors and responsible citizens
- works in partnership with parents and the wider Community.

In session 2014-15, the school will embark upon attaining Rights respecting School status through UNICEF. This will involve a full consultation with all partners, pupils and parents on our school values and how we promote and “live” these values in our daily school life. This development is detailed in our school improvement plan for next year.

LOUDOUN ACADEMY AND THE LOUDOUN LEARNING COMMUNITY

Loudoun Academy is a six-year non-denominational comprehensive secondary school. The roll in school for September 2013 was 889 and the agreed capacity is 1480 pupils. The school has an excellent “stay-on” rate for pupils electing to remain in S5/6 following the end of compulsory education and new S1 intake is expected to be 149 pupils.

The school also houses the Loudoun Communication Centre as a specialist base for pupils on the autistic spectrum, with the main focus being on integration and partnership with mainstream classes. Nine pupils attended the Communication Centre in 2013-14 and three pupils will join in 2014-15.

The school is also proud to host the Loudoun Leisure Centre as a joint school and community resource and detailed planning has taken place to ensure high quality arrangements between the school and the EAC Leisure trust.

The school is a member of the Loudoun Learning Community which brings together a wide range of services to benefit young people. The principal purpose of the learning community is to ensure that services are better co-ordinated in order to meet the needs of young people and raise attainment. Learning Communities support the government's approach to GIRFEC (Getting it Right for Every Child).

The associated schools in the Loudoun Learning Community are:-

Fenwick Primary
Galston Primary and Early Years Centre
Newmilns Primary
Darvel Primary and Early Years Centre
Hurlford Primary

School Staffing

The school has a senior management team of four, including the Head Teacher and three Depute Head Teachers. There are six Principal Teachers of Pupils Support, these are allocated two to each house. In addition there is a Principal Teacher of Support for learning, who currently also manages the Communication Centre. There are ten Principal Teacher of Faculty/ Subject. The school has a teaching staff allocation of 59 with an ancillary staff of 25 . We also have a Campus Policeman, Careers Officer, Active Schools Co-ordinator and a Transition Support Worker.

KEY AREA 1: KEY PERFORMANCE OUTCOMES

1.1 IMPROVEMENTS IN PERFORMANCE

Performance in S4

Due to the new examination structure, attainment in S4 is further updated in February 2015 using the new government Insight tool, information is available from the school upon request.

Performance in S5/6

The figures below are based on the roll as it stood when the related cohort were in S4.

% OF PUPILS ACHIEVING IN S5	
1 or more Highers	52%
3 or more Highers	37%
5 or more Highers	15%
% OF PUPILS ACHIEVING IN S6	
1 or more Highers	54%
3 or more Highers	36%
5 or more Highers	24.5%
1 or more Advanced Highers	13%

We have demonstrated significant gains in almost all benchmarks over the past three years, and in many benchmarks taken the top spot for secondary schools in East Ayrshire Council. The school was also able to demonstrate significant gains in performance following prelim examinations, this was achieved predominantly through robust subject monitoring and senior pupil mentoring programmes.

Next Steps

1. Deploy our new monitoring and tracking systems
2. Continue to target and support key groups through mentoring
3. Ensure that all pupils are placed at the appropriate level of course.
4. Continue to guide pupils to the most appropriate courses for their aspirations and aptitudes
5. Review study leave arrangements with staff, parents and pupils
6. Continue to develop verification and moderation procedures
7. Continue to monitor the implementation of the school homework policy
8. Continue to develop our highly effective quality assurance systems and examination reviews with subject areas.

Pupils Leaving School in 2012-13

The school adopts a highly rigorous approach to tracking and planning for the destinations of our leaver cohort. The leavers' statistics are collated nationally through the School leaver Destination Returns, which we complete in conjunction with our colleagues from Skills Development Scotland.

Higher Ed %	Further Ed %	Training %	Employ %	Vol Work %	Activity Agreements %	Unempl. Seeking %	Unempl. Not Seeking %	Total Leavers	Positive %	Other %
38.4	27.7	7.5	18.2	0.6	1.3	8.2	1.3	159	91.8	8.2

Commentary

The figures above are positive, but we still feel as a school that we must make more ground in ensuring a positive destination for all of our pupils. The next steps in the section below, will be deployed to ensure that we continue to make further gains in securing positive destinations for our leaver cohorts in S4-6.

Next Steps

1. Continue positive links between Transition Support Worker and Guidance Team
2. Continue to target and support key groups through mentoring
3. Identify pupils at risk of negative destinations through further monitoring and use of the Scottish Index of Multiple Deprivation
4. Continue to guide pupils to the most appropriate courses for their aspirations and aptitudes
5. Examine pupil case studies where positive destinations have not been achieved to track back to contributing factors
6. Continue to attend events with Skills Development Scotland and Opportunities for All to be aware of national and local objectives
7. Ensure full and complete understanding of the recent Wood Commission report and act upon recommendations made.

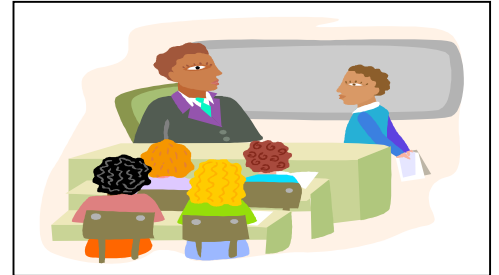
KEY AREA 2: IMPACT ON LEARNERS, PARENTS, CARERS AND FAMILIES

2.1 LEARNER'S EXPERIENCES

A crucial part of monitoring learners' experiences are visits to classrooms (both formal and informal), Principal Teachers and Senior Management visit staff regularly to ensure a consistency of good teaching and learning in all subject areas.

In addition, pupil councils and learning focus groups provide our learners with open forums to feedback on their experiences in and out of the classroom.

Each month, robust quality assurance meetings focus on certain yeargroups and Principal Teachers give feedback to the Senior Management team about lesson observations, jotter trawls, pupil questionnaires and pupil focus groups where children discuss their learning.



Pupils tell us:-

- Homework has markedly increased as a result of our robust policy implemented in 2012-13
- Teachers adopt much more “active” learning techniques, including group and pair work
- Feedback is good in almost all subject areas, and pupils are confident in personal learning planning.
- Use of ICT has increased in all subject areas and pupils respond well to this

Next Steps

1. Teacher Learning Community to lead on peer observation for teaching staff
2. Continue pupil focus groups and learner conversations
3. Continue to develop the quality assurance programme to further enhance the role of classroom teacher in reflective practice
4. Consider pupil profiles in all yeargroups
5. Expand use of GLOW for e-learning and reduce paper based resourcing

2.2 THE SCHOOL'S SUCCESSES IN INVOLVING PARENTS, CARERS AND FAMILIES

Loudoun Academy is committed to positive partnership with parents, carers and families. A wide range of strategies have been deployed to ensure that parents and carers feel confident in supporting their children in their learning journey and transitions, including:-

- Workshops for parents to support knowledge around the new examinations and curriculum
- Option Information Evenings
- UCAS Information Evening
- Primary 7 Transition Evenings
- Parental Bulletins (Termly)
- Website Updates
- Prizegivings/ Concerts and Shows
- Twitter Feed and groupcall updates
- Liaison with parent council on a key range of issues including new policy and practice
- Saltire Awards Ceremony
- Duke Of Edinburgh Parent Support Team
- Involvement in Rights Respecting School Consultation
- Fundraising Events
- Profile Awards Ceremony

Loudoun Academy
Easter Newsletter
April 2014

SALTIRE AWARDS 2014

Dear Parents/ Carers
Welcome to our Easter Newsletter to provide you with recent news and some future developments as we approach the final term of the school year.
My very best wishes to all of you and your families for a very happy, peaceful and restful Easter break and all of our very best wishes for those pupils undertaking exams soon after our return. A warm welcome to our incoming P7 parents and I hope that you enjoyed our recent welcome evening. I look forward to seeing you again in June.
Linda McAdley-Griffiths
Head Teacher

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Remembering Tom p18
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Loudoun Academy held its second annual Saltire Awards ceremony on 24th March 2014. The event saw 85 young people certificated for a massive 8828 hours of volunteering between them. Music was provided by Heather Madden on the saxophone and Nicole Kirk from Cummock and our very own Lauren Waller gave their perspective on what it means to volunteer.
Mr Tom McArthur of our Parent Council presented the pupils with their awards and gave a fantastic speech on the value of volunteering. The event was attended by Mr A Ward (Acting Head of Schools), Mr G Winning (Parent Council Chair), Councillor Primrose (Spokesperson for Education and Lifelong Learning), Councillor Muir and Anne Brown of the EAC Volunteer service.
We congratulate our young volunteers and thank our partner organisations for their provision of such valuable opportunities for our young people. Thanks to Mrs Waughman for all of her hard work in making the certifications possible. Full roll of honour inside.

Loudoun Academy
Summer Newsletter
June 2013

LOUDOUN WIN THE SIR TOM HUNTER CHALLENGE

Dear Parents/ Carers
Welcome to our Summer Newsletter I provide you with recent news and some future developments as we start the new academic year 1 August 2013.
Following our great ceremony for the new year, I again advise the new world which I encourage all 84 pupils to return to school in which and normal life for some pupils, whilst our focus is on a 1 for 1 consultation before the start of 2013-14.
My very best wishes to all of you and your families for a very happy and restful Summer break and your support so far this year. We look forward to the forthcoming 2013 results and I wish all people to do the best for the big results due on September.
Linda McAdley-Griffiths
Head Teacher

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The Loudoun Academy Company "School Trees" won the Sir Tom Hunter Challenge on 28th June at St George's Academy and the first prize of £5000. The company: Simon Robertson, Harry Davison, Aaron Collins, Beth McCallish, Megan Thom, James Baird and Cameron Wilson came up with the idea of the Loudoun Academy App to help us improve the look and the carbon footprint of our communication with parents and provide a storage facility for homework, music, illustrations etc. in an electronic format. The pupils performed a fantastic play for Sir Tom Hunter and the other judges and the group will now visit Sir Tom's "Headquarters" in Edinburgh to do the job there. We are incredibly grateful to Sir Tom for his generosity and encouragement.

KEY AREA 3: IMPACT ON STAFF

3.1 THE ENGAGEMENT OF STAFF IN THE LIFE AND WORK OF THE SCHOOL

Loudoun Academy has a huge level of commitment from all staff and a proud reputation of liaising with staff from other agencies and authorities. In addition to that within the classroom, Loudoun Academy staff provide an outstanding level of support for learners on an extra-curricular basis.

Some of the activities provided by staff are:-

- Excursions and residential trips
- Music Clubs and Concerts
- Sporting Activities and Teams
- Duke Of Edinburgh
- Eco groups and Fair Trade Group
- Chess Club
- Cycling Group
- Debating Club
- Lifesaving and lifeguard training
- Supported Study
- Folio sessions
- Masterclasses to support examination preparation

Staff are regularly consulted on a wide range of issues to ensure that the strategic direction of the school is jointly owned by all staff (teaching and non-teaching). Each year ALL staff submit their ideas for the school improvement plan and these are taken forward and discussed, as the plan takes form. In 2013-14, consultations with staff included the school day, school uniform, improvement planning and homework.

Staff meet weekly in teams to discuss strategic issues in their departmental areas that hinge primarily around pupil experience and attainment and these minutes are given to the Senior Management Team for awareness and cognizance. Staff also contribute to the Parent Council monthly report and also our school newsletters.

There are several working groups in school which staff are free to join including our Teacher Learning Community, Health and Safety Group and Rights Respecting School Group. The staff are committed to professional development and the school is currently implementing the new documentation and procedures around Professional Review and Development and Professional Update as required by the General Teaching Council for Scotland

KEY AREA 4: IMPACT ON THE COMMUNITY

4.1/ 4.2 THE EXTENT TO WHICH THE SCHOOL ENGAGES WITH THE COMMUNITY

Loudoun Academy is very proud of its' links with both the national, international and local communities and undertakes a huge amount of work to ensure that pupils can link their learning to the world outside of school.

Some of our activities to support community involvement are outlined below:-

- Head Teacher visits community council to discuss improvement planning and ensure that the local community have a say in direction of strategic travel
- The school is the highest fundraising state school in Scotland for Children In Need and works under the banner of "Team Loudoun". Over £11000 was raised in 2013-14 and the school once again featured on national television.
- Fundraising took place in 2013-14 for Asthma UK, Macmillan and Ayrshire Hospice
- The school has an annual Blood Transfusion Service Visit where staff and senior pupils donate blood
- Band visits to local care home and daycare centres
- Joint business seminar with Galston Development Trust to discuss e-marketing
- Eco Fayre and Car Boot Sale held in conjunction with local ecological groups and small businesses
- Joint fete with Galston Community Council to mark the Queen's Baton Relay
- Pupil litter action group with campus policeman
- Adoption of a Giant Panda and a Snow Leopard
- Green Flag Award renewed in 2013-14
- Achieved the Game On Scotland award for our work in promoting commonwealth values
- Links with Rotary Club Of Loudoun
- Links with business through our business engagement day and involvement in authority initiatives
- Pupils attending Police work experience
- Fair Active Status awarded
- Cycle Friendly Secondary School awarded
- Issuing of Saltire Awards to recognise pupil voluntary work or in school

KEY AREA 5: THE DELIVERY OF EDUCATION

5.1 THE CURRICULUM

The school undertook a review of the curriculum in 2012-13 in the light of developments in senior phase education and promptly put in place a 32 period week for session 2013-14 to ensure that all pupils in our senior phase groups were receiving the educational entitlements of Curriculum For Excellence. In 2014-15 we are moving to a 33 period week to enhance provision across the school and ensure that we are in a position to accommodate the needs of all of our learners.

S1-S3 The Broad General Education

In 2014-15, pupils in S1-3 will take courses as follows:-

Allocation Of Periods

Curricular Area	S1	S2	S3
English and Literacy	4	4	4
Mathematics and Numeracy	4	4	4
Science	4	3	3 (compulsory)
Social Subjects	3	4	3 (compulsory)
Modern Languages	3	3	3 (compulsory)
Technologies	6	6	3 (compulsory)
Physical Education/ Health and Wellbeing	3	3	2
Free Choice	0	0	3
Free Choice	0	0	3
Religious and Moral Education	1	1	1
Personal and Social Education	1	1	1
Expressive Arts	4	4	3 (compulsory)

This curriculum has been carefully considered against ensuring we cover all of the experiences and outcomes in the Broad General Education and providing elements of Personalisation and Choice within our courses and particularly at the end of S2. During this time, pupils have an opportunity to be exposed to all of the suites of subjects within a Curriculum for excellence and will contribute to their own learning via Personal learning planning and themandatroy S3 profile at the end of S2. In 2014-15, this curriculum will come under review against new Education Scotland *

guidance sent to all schools to allow us to reflect on that offered in advance of the senior phase.

*Reference: Education Scotland "Evaluating and Improving Our Curriculum S1-S3

S4-6 The Senior Phase

A detailed programme of support for learners and parents takes place in S3, in advance of option choice for senior phase courses. This is further influenced by the "pupil profile" which is mandatory for all learners in S3 and in P7. Pupils undertake a detailed period of reflection on their learning and have learner conversations with teaching and guidance staff to set next steps in learning. Parents are invited to our Profile Awards Ceremony and Options Evening to help us celebrate the achievements of our learners in advance of their commencement of senior school.

Pupils select 7 subjects for study in S4 from a wide variety of options that cover "traditional" areas such as Mathematics and English (as compulsory choices) and include a wide variety of vocational courses, including college link options. In addition all S4 pupils attend RME, Employability, PSE and PE lessons to make up the remaining curriculum.

In S5/6, there is again a huge amount of support for learners and parents, including Option Evenings, SQA information evening for the new qualifications and the traditional parent consultation evenings, reports and monthly tracking reports. In addition, pupils are supported by an effective network of careers advice and events, university and college open days, UCAS support and transition support to assist ALL of our learners into positive destinations.

Pupils in S5/6 undertake subjects in 5 areas and this is further complemented by a period of PSE, and two periods of compulsory PE. The S6 curriculum is somewhat more flexible to allow pupils to undertake a variety of leadership experiences such as paired reading, homework support and allow for the structure around Advanced Highers to be delivered.

In 2015-16, we will be revising our S6 curriculum to allow for more "life-elective" options to be delivered, such a driver theory, survival cookery and financial management. These will be offered in addition to the leadership opportunities already afforded to our young people.



5.2 TEACHING FOR EFFECTIVE LEARNING

All departments and areas operate stringent quality assurance processes to ensure that we deliver the highest quality of teaching and learning possible for our young people. Good practice is also a feature at all weekly meetings so that teachers can learn from the experience in other classes. The range of techniques described in 2.1 allows us to ensure that our evaluation of teaching and learning is based on fact and that staff feel comfortable in discussing the experience in their classrooms.

Our Teacher Learning Community has been active in 2013-14 and has undertaken a year of self-reflection in advance of the small scale classroom studies they are to undertake in 2014-15, examining “Deep Learning”. This is a three-year programme for staff, at Masters level of study, and embodies the staff commitment to teaching and learning at the very highest of levels.

5.3 MEETING LEARNERS’ NEEDS

The school is committed to meeting the needs of all learners and we have made significant ground in 2013-14 to ensure that we are prepared to implement the forthcoming Young People’s Bill. **Some** key aspects of our excellent support for pupils can be typified below:-

- Continuing development of our Communication Centre for pupils on the autistic spectrum
- Effective transition planning for pupils coming to Loudoun Academy from our feeder primaries
- Development of better streamlined systems for staff awareness of pupils with additional support needs
- Further development of review arrangements for pupils with additional support needs
- Provision of an annual Support for Learning Parental Information Evening
- Key staff identified to support Looked After Children and monitor attainment and achievement

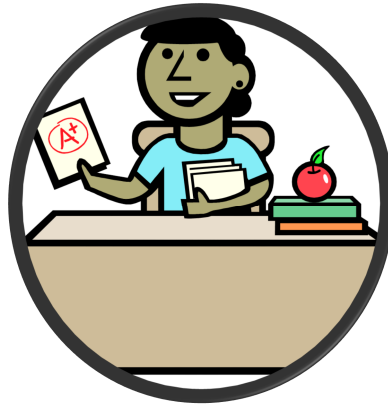
- Training of staff in nurture, restorative practice, Boxall assessment, non-violent crisis intervention
- Peer reading support from senior pupils
- Effective liaison with the East Ayrshire Support Team and Psychological Services
- Use of key established programmes to support learners “Toe by Toe”, “Power of Two”, “Closing The Literacy Gap”
- Staff mental health training
- Liaison with school nursing service
- All pupils supported by Guidance team of 6 staff, who also see pupils for PSE and develop strong working relationship with families
- Fast Track and Top Gear Support classes to allow for targeted support
- Classroom Assistants deployed to classes on a structured needs basis

5.4 ASSESSMENT FOR LEARNING

Good assessment is a key feature in raising attainment and is pivotal to ensuring that pupils achieve to their full potential. All staff are well briefed in the importance of AiFL techniques and these are a regular feature of class practice.

Staff assess pupils regularly and provide the necessary feedback to allow pupils to progress. In addition the schools’ monitoring and tracking system is designed to support effective learner/teacher conversation about expected progress on a monthly basis. Parents are sent a tracking report monthly to ensure that they are kept abreast of their child’s progress and the school takes early steps to intervene when issues are brought to light regarding underperformance.

In the senior phase, assessment will be further discussed within the processes of moderation and verification to support the new National and Higher examinations and all verification visits from SQA to subject areas in Loudoun Academy in 2013-14 were reported on very favourably indeed.



5.5 EXPECTATIONS AND PROMOTING ACHIEVEMENT

Loudoun Academy is proud to set high expectations of pupil achievement, behaviour, attendance, punctuality, dress and participation in school life. A huge range of initiatives and systems support these high expectations into reality.

- Robust dress code and pupil involvement in consultation around this
- Senior Management Team on punctuality duty daily
- Guidance Team supporting excellent attendance
- Robust provision of homework and curriculum enhancement activities such as Supported Study, Masterclasses and Folio Sessions
- SMT/ Guidance seminar meetings to discuss each year group in turn (new for 2014-15)
- Robust use of monitoring and tracking systems
- Introduction of Cognitive Abilities Testing in 2014-15
- Working towards Rights Respecting School Status
- Use of merits and demerits to assist early intervention
- Alton Towers Reward Trip
- Pupil Mentoring to support excellent achievement
- Use of praise letters and incentives for pupils in subject areas
- Superb provision of extra-curricular activities to support wider achievement
- Use of newsletters and website to feature positive achievement

5.6 EQUALITY AND FAIRNESS

Loudoun Academy is committed to promoting equality for all and this can be seen in our daily practice. All staff require to undertake the equality module provided by East

Ayrshire Council and our PSE, RMPS and Social Subjects curricula ensure that pupils are made aware of equality issues.

5.7 PARTNERSHIP WITH LEARNERS AND PARENTS

Full details provided in sections 2.1 and 2.2 of this report.

5.8 CARE, WELFARE AND DEVELOPMENT

It is the duty of ALL school staff to support the health and wellbeing of ALL pupils in Loudoun Academy. There are clearly some pupils who will require a greater level of input according to their needs including:-

- Looked After Children
- Pupils with additional support needs
- Pupils with attendance difficulties
- Pupils with health difficulties
- Child Protection issues
- Young Carers

The school has made significant ground in developing care and welfare procedures in 2013-14 and all staff will undertake further GIRFEC training in 2014-15 to develop skills of support for all even further. The school has effective procedures in place to support all pupils listed above and these will be further streamlined in 2014-15.

The school has a Designated Senior Manager who oversees the level of support for all pupils, in conjunction with the guidance team, Psychological Services, PT Support for Learning and all of our wider partners.

A Health and Safety team is also chaired by the Head Teacher who meet regularly to undertake workplace inspections and ensure that Loudoun Academy is a safe place for pupils and staff to work and study.

Practice fire evacuations are held regularly and a fire register is in place to comply with statutory regulations. The school has a designated Fire Controller who takes a lead role in all practice evacuations.

5.9 IMPROVEMENT THROUGH SELF-EVALUATION

The school is has undergone a huge revision of processes in and around self-evaluation and this is also a huge consideration for school inspections, where there are greatly enhanced expectations of the work of all schools in evaluating and improving upon, existing practice. Clearly effective teaching and learning and pupil wellbeing are the core of school business and all self-evaluation carried out in Loudoun Academy aims to centre on this. Some examples of self-evaluation undertaken in 2013-14 are summarized below:-

- Classroom teachers reflecting on own practice and the pupil attainment of those in their care
- Guidance and support staff reflecting on the care of those pupils allocated by examining attendance and welfare, child protection and additional support needs.
- Principal Teachers monitoring the work of their staff and reporting on this to senior managers, with action taken as required.
- Learner Conversations between staff and pupils at all levels being undertaken
- Departmental meetings to discuss good practice and undertake moderation and verification activities
- Observation of classroom practice (under review for 2014-15)
- Use of pupil and parental questionnaires
- Homework Scrutiny
- Pupil Council Meetings to pick up general issues raised by pupils
- Jotter trawls and homework diary checks
- SQA review meetings
- Monthly tracking and monitoring

The most important facet of self-evaluation is not the process, but the impact of findings of such processes and our new systems are being continually developed to reflect emerging sector-leading practice in self-evaluation.



KEY AREA 6 – POLICY REVIEW AND DEVELOPMENT

6.1-6.3 PARTICIPATION IN POLICY AND PLANNING/ PLANNING FOR IMPROVEMENT

Loudoun Academy ensures that our partners are involved as far as possible in ensuring there is a common path for improvement and indeed in setting of new policy or practice.

Examples of this in 2013-14 included:-

- Consultation on improvement plan for 2014-15
- Consultation on new school day arrangements
- Consultation on school uniform
- Publication of improvement plan priorities for comment by parents
- Involvement of Parent Council in ALL key decisions
- Involvement of pupil council in key decisions



KEY AREA 7 – MANAGEMENT AND SUPPORT OF STAFF

7.1-7.2 STAFF DEPLOYMENT AND TEAMWORK/ STAFF DEVELOPMENT AND REVIEW

Professional Review and Development is undergoing significant change to ensure that all staff take a greater part in planning for their own learning and professional development. All staff in Loudoun Academy in 2013-14 attended a PRD meeting with their designated line manager to set targets for professional development aligned to the school improvement plan.

All staff also understand the need for collegiate working to support our pupils and we meet regularly as departments, classroom assistants, janitors and clerical staff to ensure that everyone understands the importance of a collective vision and strategy for our school. Whole staff meetings are held every term and staff have the opportunity to bring any issue for discussion.

KEY AREA 8 - PARTNERSHIP AND RESOURCES

8.1-8.3 MANAGEMENT AND USE OF RESOURCES, FINANCE AND SPACE FOR LEARNING

The school occupies an extensive site and has capacity for 1400 pupils. We have disabled access facilities in both our main teaching block and sports facilities. A sign in process is in use for both visitors and contractors coming into the school. A full accommodation review is planned for 2014-15 to allow for better access to “suites” of subject areas, as currently a lot of disjoint exists.

During 2013-14 there were extensive improvements to the learning environment including:-

- New leisure centre and fitness suite opened
- New lecture theatre opened
- ALL communal areas redecorated
- Many classrooms refloored
- Carpeting of exits to provide safer walking surfaces

- Installation of projectors in ALL classrooms to ensure ICT can be used to support learning
- Complete upgrade of senior common room
- Purchase of new noticeboards around school to allow us to work further on display of pupil work in 2014-15
- Purchase of laptops and tablets to support learning
- Development of outdoor seating to encourage pupils to eat on site
- Development of screen system to allow for greater information to pupils.

In addition, a new departmental funding model was put in place to allow for the transparent allocation of funds and also take into account areas who have high levels of consumables, such as Art, Home Economics and Technical. Where further monies become available, departments are asked to bid for these and these are allocated on a pupil need basis.



KEY AREA 9 – LEADERSHIP

9.1-9.3 VISION, VALUES AND AIMS/ DEVELOPING PEOPLE AND PARTNERSHIPS

Our key aims for our school centre around the success of our young people in school and later life. Loudoun Academy seeks at all times to ensure that our strategic decisions, systems and procedures to support learning firmly hinge on pupil success and wellbeing.

Our improvement planning process is a superb example of our aim to achieve a joint vision for our school which is shared by learners, parents, staff and wider partners of the school. An extensive consultation takes place with a wide variety of groups to ensure that everyone feels ownership of the key document driving Loudoun's success, our School Improvement Plan.

Senior managers have clearly designated remits to ensure all areas of the school's work and authority and national directives are adhered to. In addition staff are encouraged to join committees and groups and undertake leadership roles (paid and unpaid) within the school to gain experience in areas they wish to pursue. We are

delighted that we have an unique improvement plan that reflects the desires of parents, pupils, staff and partners to bring about the continuous improvement of our school. In 2014-15, new procedures to record and support the professional development of staff are introduced via the General Teaching Council for Scotland to enhance the previous professional review and Development courses.

We continually support staff to attend local and national CPD events to develop and share practice and many staff have undertaken or are amidst new professional qualifications to support leadership and pedagogy.

In 2014-15, our values will be revisited through our journey toward UNICEF’s Rights Respecting School Award and we are one of only a few authority schools embarking on this hugely important initiative. This will encompass views and thoughts from our pupils, staff, parents, chaplains, community and authority partners and lead to a new collective set of values that represent our journey to excellence as a school.

9.4 LEADERSHIP OF EDUCATIONAL CHANGE

In a national sense and in our journey as an establishment we are amidst a huge period of educational change and effective and collective leadership is vital at this and all times.

Our improvement plan is designed to encompass a huge variety of educational change in respect of legislation, exam structures and our journey to Rights respecting School status. Underpinning this plan, a variety of teams and groups meet to discuss how we achieve such aims and how this will be shared with staff, learners and the wider school community.

SUMMARY OF IMPROVEMENT PLAN PRIORITIES FOR 2014-15

Our improvement plan is currently written to a one-year cycle and reflects not only the strategic direction of the school, but also takes on board local and national developments and changes in legislation. A full copy of the improvement plan is available from the school upon request and we welcome thoughts and comments on this. In summary form, our improvement plan is as follows:-

<p style="text-align: center;">Learning and Teaching</p> <ul style="list-style-type: none"> • Review the BGE according to new guidelines from Education Scotland • Implementation of new higher courses • Progress developments in STEM areas • New self-evaluation procedures implemented • New PRD arrangements implemented for staff 	<p style="text-align: center;">Assessment and Reporting</p> <ul style="list-style-type: none"> • Implementation of baseline testing • Implementation of new monitoring and tracking systems • Staff trained on the new INSIGHT tool
<p style="text-align: center;">School Ethos</p> <ul style="list-style-type: none"> • Begin journey to Rights Respecting 	<p style="text-align: center;">Pastoral Care</p> <ul style="list-style-type: none"> • Implementation of new Ayrshare

<p>School status</p> <ul style="list-style-type: none"> • Improve level of parental communication using email and Twitter • Review of extra-curricular programmes • Continue to improve fabric of school and classroom environment 	<p>system</p> <ul style="list-style-type: none"> • Preparation for full implementation of the Young People's Bill • Developing resilience and parenting programmes • Staff training on the nurture approach • Continue to link with SDS around leaver destinations
<p>Skills for Learning , Life and Work</p> <ul style="list-style-type: none"> • Implementation of Employability Award for all S4 through SQA • Development of community links and employers to support Enterprise and Business links 	<p>Pupil Council</p> <ul style="list-style-type: none"> • Journey towards Rights Respecting School Status • Meetings with SMT to discuss experience in teaching and learning • Greater leadership opportunities for senior pupils • Development of business links and specialised career provision • Links with leisure centre to promote pupil wellbeing
<p>Parent Council</p> <ul style="list-style-type: none"> • Develop awareness of INSIGHT tool • Development of Parent Council Webpage • Encourage Parental support of pupil council issues raised • Journey towards Rights Respecting School Status 	<p>Citizenship</p> <ul style="list-style-type: none"> • Continue to grow Fair Trade and Eco groups in school • No Knives Better Lives Awareness with Police Scotland • Further development of community links regards active citizenship

STANDARDS AND QUALITIES REPORT RESPONSE

Please feel free to contact us by phone, letter or email if you have any further information you would wish to receive on this report